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## EDUCATIONAL ADMINISTRATION AND ASSESSMENT REFORMS IN NIGERIA: CHALLENGES AND PROSPECT

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### ABSTRACT

This paper attempts to dig into prospects and challenges of assessment reforms in Nigeria. This is based on the indication that great changes are occurring in Nigeria education. The educational system must also be seen to be promptly responding to these changes or it will become obsolete and irrelevant. This paper looked at different reforms in Nigeria educational system such as the basic education, higher education, structure of the Nigerian education, educational assessment and its analysis in Nigeria, educational administration. The paper also focuses the prospects and challenges facing each of those reforms. Some of those challenges are as follows: inadequate instructional facilities: inadequate qualified staff: poor finding syndrome; insufficient instructional materials; non-involvement of teacher's in decision making: lack of motivation: lack of application of information and communication technology. The paper made some suggestions and concludes that, educational administrators should blend with the modern trends of the educational curriculum in order to enhance the future of educational reforms and assessment in Nigeria.

**Keywords:** Prospects, Educational Assessment, Educational Administration, Reforms, Challenges.

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### INTRODUCTION

The colonial system of education inherited from the British pattern of education was structured along with their values and beliefs. It was oblivious of the educational yearning and aspirations of Nigeria. Education is a service provided in all countries of the world with many objectives in mind. These objectives include the skills required for a more rapid growth of the economy and the provision of basic knowledge to the citizens. Knowledge has become the most important factor for economic development in the 21st century. Through its capacity to augment

productivity, it increasingly constitutes the foundation of a country's competitive advantage (Olayiwola, 2012).

Fafunwa (2004) explained that the educational system was only functional to the colonialists. The grammar school curriculum could only train students in literary subjects and produced only white collar job seekers. The grooming of the learners in science and technology that are much needed for technical take off and development were either not done or done perfunctorily. Employment orientation had been completely absent from the grammar schools and the economy suffered in consequence, Nigerians therefore saw the urgent need to restructure and reform the educational system in order to make education relevant and equip the school leavers with necessary skills needed in industry. So after independence in 1960, the urge became stronger to fashion out an educational system that would satisfy the nation's desire for united, strong and self-reliant members of the society. This desire and agitations led to several curriculum conferences that culminated in radical reforms in the history of Nigeria at the classrooms and society levels.

For educational reform assessment to be effective, the management must be required to draw up plans, supervise, motivate people, coordinate and control activities, achieving goals and evaluating concerted efforts towards the achievement of goals. The administrative task and assessment calls for the usage of relevant types of educational reforms in order to enhance effectiveness and efficiency in the educational system. These reforms include human, financial, materials and communication.

However, human resources include employees and their skills, knowledge and experience; financial resources are the capital and investments used to fund the current and long-term operation and goals of education. The material resources include the physical facilities of the school and the equipment contained, while communication resource refers to the data used in the operation and planning of educational reform assessment. These jobs of educational administrators are to combine and coordinate all of the resources at their disposal to achieve educational goals. The purpose of reforms in the educational system is to provide a crucial sense of innovation to the management of the school system.

## **CONCEPTUAL CLARIFICATION**

### **Educational Reforms in Nigeria**

These reforms in Nigeria education are those changes that have taken place to improve the educational industry since the inception of formal education in Nigeria. Some of the reforms that will be considered here are:

- Universal Primary Education of the then Western Region in 1955;
- Universal Primary Education of the then Eastern Region in 1957;
- The Federal Republic of Nigeria Universal Primary Education of 1976;
- The National Policy on Education of 1977,
- The 6-3-3-4 system of Education of 1982
- Universal Basic Education of 2000

### **Universal Primary Education (UPE) of the then Western Region**

The proposal for a comprehensive free, Universal Primary Education programme was presented by Chief S. O. Awokoye, the then Western Minister of Education in July 1952. The proposal according to Fafunwa (1982), included a massive training programme for teachers, the expansion of teacher training facilities and the construction of new classroom blocks. The programme was introduced in January 1955 with a total number of 811,000 primary schools children. The budget for education increased from £2.2 million pounds in 1954 to £5.4 million in 1955 (Ogbonnaya, 2003). Many teachers were trained. There was massive expansion of teacher-training facilities and hundreds of new school buildings were constructed with concrete blocks, others with mud and many others with a combination of mud and cement. Teaching aids like chalks and books were provided and the conditions of service of teachers were improved.

### **Universal Primary Education (UPE) of the then Eastern Nigeria**

The proposal for a Universal Primary Education programme was made by the NCNC controlled government in the Eastern Region in 1953. However, the crisis that erupted in the NCNC in 1953 brought in some major changes with Dr. Nnamdi Azikiwe as the new head of government. Dr. Azikiwe's government rejected government proposal. They planned the Universal Primary Education Programme on a large scale.

The programme was launched in February 1957 and the entire primary school enrolment jumped from 775,000 to 1,209,167 (Akiniyemi in Adesina et al., 1983). When the programme was launched, the new schools were staffed by untrained teachers because there was not enough time to train them. Secondly, there were inadequate buildings, equipment and poor management. In fact, unsuitable buildings were rented and temporary shelters were used to accommodate the increased school population. Fafunwa (1982) reported that the costs of building were borne by the local authorities who found it difficult in most cases to meet the financial requirements of the scheme.

### **Failure of Pre-Independence UPE Scheme**

Generally, the initial attempts for the scheme in all the regions failed with the exception of the West which recorded a limited success. The reasons for the failure among others are:

- Finance and inadequate planning: Inadequate finance and planning played major role on the failure of these attempts. In the West where there was little success, it was financed by increased taxation which caused rioting (Adesina, 1977). In both regions, the UPE programme was improperly planned and hurriedly executed.
- Problem of Implementation: By 1958, there were no adequate provision for infrastructures and teachers. In the East many teachers were laid off and many schools were closed down.
- Opposition from Missions: Some Christian missions, especially the Catholics, strongly objected to the scheme and did everything to hamper its progress and success. Ogbonnaya (2003), reported that the Catholic Church threatened to establish a Catholic Religions Party to contest the election and free education scheme.

## **The Federal Government's Universal Primary Education of 1976**

The Federal Military Government launched UPE Scheme on September 6, 1976 by Lt. General Olusegun Obasanjo. This second UPE Scheme unlike the first one was made to apply throughout the whole country, with an enrolment of 8.2 million primary school children. The Federal Government made an annual grant of N40 per pupil for running of the Scheme. It also provided grants for training of primary school teachers who were expected to teach in primary schools. The number of primary school teachers trained for the scheme was 48,780. This was 11,220 teachers less than the projected figure of 60,000. As a result, the government employed retired but healthy teachers on contract, withdrew teacher trainees in their third year of five year programme for one year before returning to their training institutions. Special grants were also for text books and other teaching aids. Although the scheme as introduced was voluntary, it was expected to be compulsory for all pupils by 1979.

### **Benefits and Failure of 1976 UPE Scheme**

Some educators including Adesina (1977), Nwagwu (1976), Taiwo (1981) and Ogbonnaya (2003) have described them Universal Primary Education as being of immense benefit to Nigeria in mobilizing her human resources, adjusting its educational imbalance and providing for the Nigerian children equal access to education.

In spite of this success, the scheme met with failure and a number of factors were responsible for the failure of the programme. One of such factors of course, was the issue of inadequate funds. There were insufficient funds for implementing the various aspects of the policy such as payment of teachers' salaries and allowances, the construction of classroom blocks, the procurement of textbooks, teaching aids and equipment. Also, the scheme was not well planned. The government did not embark on any comprehensive planning on personnel, facilities and funds needed for the programme. So many primary schools were taught in temporary class rooms, town and community halls, churches and tree shades.

### **The National Policy on Education**

National policy on Education (NPE) is a policy document designed to have functional education in Nigeria. The Policy document articulates the country's plan to use education as an instrument for transforming Nigeria into a self-reliant and technologically developed Nation. The document was published in 1977, and revised in 1981, 1998 and 2004.

The following constitute the outline of the events leading to the formulation of the National policy on Education in Nigeria:

- Short history of the Nigerian Educational System from 1842-1959.
- Expression of dissatisfaction by parents, farmers, Civil Servants, teachers, lawyers, engineers, medical doctors about the lack of relevance of Nigeria's education after independence.
- Nation-wide survey conducted by professor Babs Fafunwa in 1964 to sound the opinion of parents all over the country about the nature of our primary and secondary educational systems.

- Proposal of a national curriculum conference and the 1964 bi-annual meeting of the Joint Consultative Committee on Education by Babs Fafunwa.
- The holding of the conference in 1969 at Lagos; first to review the old goals and to identify new national goals for education. Sixty-five recommendations were made.
- A further review of the recommendations of the National Curriculum Conference at a national Seminar Organized by the Federal Ministry of Education in June 1973:
  - Adoption of five main national objectives;
  - Adoption of a 6-3-3-4 system of education;
- Organization of series of workshops on curriculum by the National Education Research and Development Council and the comparative Education study and Adoption Centre on syllabuses and text books.
- The release of the white paper in 1977 (Ogbonnaya, 2003).

### **Universal Basic Education**

On 30th September, 1999. The President of the Federal Republic of Nigeria, Chief Olusegun Obasanjo, launched the Universal Basic Education (UBE) at Sokoto, Nigeria. It is a 9 year schooling comprising six year primary and three year junior secondary school.

One of the main reasons for introducing the Universal Basic Education Scheme is because Nigeria is a Signatory to the 1990 Jomtiem Declaration of Education for all by the year 2000 and also a member of the Group E-9 nations committed to the total eradication of illiteracy. According to the UBE annual report year (2000), and the Universal Basic Education Scheme also spelt out various approaches and strategies for the implementation of the scheme, these include:

- Enactment of necessary legislation;
- Articulation of enabling policies;
- Sensitization and mobilization of the target groups and all stakeholders;
- Adequate funding;
- Optimal allocation and efficient utilization of resources;
- Adequate teacher training, recruitment and motivation;
- Effective coordination of activities,
- Encouragement and stimulation of the active participation of the private sector, nongovernmental and voluntary organizations, as well as local communities in the Scheme;
- Establishment of working partnership and collaboration with the international community and donor agencies.
- Regular Supervision and Monitoring.

### **Climax of Junior and Secondary School**

The concept of junior and senior secondary school from which the 6-3-3-4 system was derived had its origin in the United States of America (USA). Junior secondary school was first introduced in Richmond, Indiana (USA) about 1895. By 1920, there were 883 such schools in the whole of North America, and forty-four years later (1964), the number of separate junior

high schools in the U.S.A. had risen to 7,143 and those running as part of senior high schools numbered 6,042 (Igwe, 1990). Before the new system was introduced in the U.S.A, the 8-4-4, plan structure of education was popularly in operation throughout the country. That was eight years of elementary education, four years secondary education and four years of university education.

Towards the end of 18<sup>th</sup> century, that system of education was widely criticized throughout United States for this reason, by the turn of 19<sup>th</sup> century, the 6-3-3-4 system was firmly established to take the place of the 8-4-4 system. In case of Nigeria, the concept of Junior and Senior Secondary schools was first outlined in the National policy on Education first published in 1977 and revised in 1981. There (section 4: paragraph 19, page 16), it was stated that “Government plans that secondary education should be of six-years duration and be given in two stages, a junior secondary school stage and a senior secondary school stage each stage being of three year duration.

It was further stated in p.17 that the “junior secondary will be both pre-vocational and academic, it will be free as soon as possible, and will teach all the basic subjects which will enable pupils to acquire further knowledge and develop skills.

## **STRUCTURE OF EDUCATIONAL SYSTEM IN NIGERIA**

The 6-3-3-4 system of Education in Nigeria came into force through the country by September, 1982. The structure of 6-3-3-4 system is 6 year primary education 3 years junior secondary, 3 year senior secondary and 4 year university education:

### **6-year Primary Education**

Primary Education has been 6 years since mid-fifties and in some states it has been free. The new policy confirms the 6 years duration and stresses the free universal nature of it throughout the country which started in 1976. The major area of change is that of the content which unlike the former primary education curriculum stress sciences, agriculture, social studies, creative and musical activities, local craft and languages. Because of the nature of the new subjects, specialist teachers particularly for science and agricultural science are needed (Egbule, J.F. and Ebuma-Okoh, 2004).

### **Junior Secondary School (JSS)**

Junior Secondary School (JSS) is a 3 years post-primary education. Its curriculum is rich particularly in pre-vocational subjects. The curriculum contains the traditional secondary school subjects in addition to two Nigerian languages, social studies, arts and music, practical agriculture, woodwork, electronics, mechanics, home economics and business studies. At the completion of the 3 years a state wide selection examination is to be conducted to select those who are willing and able to continue with secondary education. The others are expected to be awarded junior high school certificate which will enable them to go into apprenticeship or into the labour market. They are expected to possess some marketable skills.

## **Senior Secondary School (SSS)**

The Senior Secondary School last for 3 years post junior secondary school and is probable for fewer number of students. The transition rate form junior secondary to the senior secondary is to be determined by each state depending upon available resources.

The curriculum includes a number of core subjects which are English language, one Nigerian language, one of Physics, Chemistry, or Biology one of Literature, History, or Geography, and one of Agricultural Science and other vocational subjects. Depending upon what career a student wants to pursue, he can select form Arts, Natural Sciences, Social Sciences or Vocational Subjects.

## **Higher Education**

Higher education will normally last for fours in the following ways:

- Poly-technical education in two stages of two years each resulting to ND certificate
- Nigerian certificate in Education Courses will last for three years but effort will be made to ensure that the holder of NCE spend only two years in the university for degrees with exceptions in medicine and possibly Engineering and Architecture.

## **Advantages of the 6-3-3-4 System of Education**

This system of Education is advantageous because of the following highlights:

- The system advocates an education that is relevant to Nigeria culture with emphasis on the study of Nigeria craft, music, norms, values and history;
- The system calls for a practical and experimental method of learning which is oriented towards skills acquisition and utilization;
- The system is in line with the educational system obtainable in other advanced countries of Germany, France and United States;
- As a functional system, the 6-3-3-4 system of education is oriented towards the sole aim of providing manpower that can apply scientific knowledge in solving environmental problems;
- The system will help in realization of eth Nigeria objectives which are specifically referred to as the philosophy of Education.

## **Problems of 6-3-3-4 System**

The system which is said to have started in September 1982 is yet to make a meaningful impact because of the following problems:

- Inadequate funding;
- Shortage of teachers and other man power;
- Politicization of Education;
- Lack of facilities and equipment;
- The problem of ignorance and misunderstanding;

- Non commitment on the part of the Government, ministries of Education, teachers, parents and students (Egbule & Egbuwa–Okoh, 2004).

### **Challenges in Managing Educational Reforms in Nigeria**

The achievement of objectives of any level of education depends largely on effective implementation of its planned programme. Onyeachu (2008) observed that no matter how well a curriculum of any subject is planned, designed and documented, implementation is important. This is because the problem of most programmes arises at the implementation stage. In their opinion, Babalola (2004) and Mkpia (2005) remarked that, it is at the implementation stage that many excellent curriculum plans and other educational policies are marred without any trace.

According to Adeleke (2007), education sector in Nigeria has suffered the plight of inadequate instructional materials, inadequate qualified teacher, poor funding syndrome, inadequate instructional facilities and lack of motivation among others. Stressing further that there is every need to resolve issues surrounding functional education system in Nigeria. In other words, if the new secondary school curriculum will achieve its intended objectives, the following issues demand urgent attention. They are:

**Inadequate Instructional Facilities:** Instructional facilities refer to the basic structures and facilities necessary for effective teaching and learning in the school. Facilities are plants, equipment, buildings, furniture which enable teachers to deliver effective teaching thereby leading to attainment of behavioral objectives. According to Ehiemetalor (2011), facilities are those factors which enable production workers to achieve the goals of an organization. Olorok (2006) observed that the use of instructional facilities enhances learning experiences and leads to interaction within the learning environment.

What extent are the facilities being provided for effective implementation of new secondary school curriculum? Facilities are not provided adequately. What is found in most secondary schools in Nigeria are dilapidated buildings, leaking roofs, lack of chairs and desks for students and teachers to use. This has negative effect on effective implementation of new secondary school curriculum.

Overbaugh (2010) in her study on the relationship of the physical environment to teachers' professionalism revealed that physical environment or facilities affect teachers in their performance. She mentioned further that the most important environmental features which affect teachers' performance are classrooms, furniture and class equipment. Marianhi (2009) commented that a simply, dignified, artistic exterior is suggestive of the purpose for which school building exists, make the scholars proud of their school and will have an impressive influence on their performance at school.

Lamenting on the type of building found in our secondary school, Nwachuku (2005) remarked that the public sector of education has witnessed stagnation and decay. Stating further that most schools are a caricature of what schools should be in a modern state. Ehiemetalor (2011) argued that school facilities are the operational inputs of every instructional programme. The school is like a manufacturing organization where plants and equipment must be in a top operational shape to produce result. Ivowi (2004) noted that to ensure that curriculum must be effectively implemented, infrastructural facilities, equipment, tools and materials must be provided sufficiently. Nwagu (2004) affirmed that quality of education that our children receive bear direct relevance to the availability and lack of physical facilities and overall atmosphere in

which learning take place. Emeterom (2003) asserts that ‘school facilities can be said to be the physical and spatial enablers of teaching and learning which will increase the production and attainment of desired results’.

Osifila (2004) found a significant relationship between adequacy of physical plants; and teachers’ effectiveness and students’ academic performance. United States District of Education (2002) reports that school buildings that can adequately provide a good learning environment are essential for students’ success. In a study of high schools in Nepal, India Subedi (2003) found a significant relationship between students’ achievement and the availability and use of physical and material resources. Other studies (Okebukola, 2005; Okunola, 2005; Agusiobo, 2004) indicate that the availability of resources is an important variable in student learning.

**Inadequate Qualified Staff:** This is a crucial stage in implementing new secondary school curriculum. For any programme of the curriculum to be properly implemented, the implementer must be adequately qualified. In Nigeria, it is unheard of that most secondary schools do not have adequate qualified teachers. In most cases, teachers are compelled to teach subjects that are not their areas of specialization.

How could there be adequate number of qualified teachers to handle effectively all the subjects meant for secondary education? This demands urgent attention because teachers are the major hub around which the successful implementation of new curriculum revolves. Lassa (2007) views the teacher as the key element to proper development of the child and consequently they are needed in greater number in all the secondary schools. Teachers are the cornerstone or the hub of any educational system. The National Policy on Education states that no education system can rise above the quality of its teachers (NPE, 2004). Adesina (1980) and Oguntoye (2003) expressed the qualification and experience of teacher as a pre-requisite to the quality of students’ performance. Adesina therefore notes that inadequate teaching and non-teaching staff is a bane to successful implementation of curriculum in education sector. Shulman (2008) identified the teacher as a major factor in student learning. Ukeje (2006) writes that teachers are the pivot of any educational system, and that upon their number; their quality and devotion depend on the success of any educational system. Adeogun (2006) noticed high student- teacher ratio in most public schools. This is as a result of non-recruitment of additional teaching staff to meet up with the increase in the enrolment, which in turn has negative effect on effective implementation of the school curriculum.

**Poor Funding Syndrome:** As observed by Nwagwu (2003), one impressive feature of educational institutions in Nigeria since independence has been the phenomenal increase in number of student’s population. For this magnitude of expansion and development to be effective, there must be massive investment of resources in the form of funds. Unfortunately, all indicators point to a chronic gross under-funding at the school system. This is a serious issue in curriculum implementation in the secondary education.

Fund refers to money every project requires for its effective implementation. In support of this, Onyeachu (2006) noted that no organization function effectively without fund. In Nigeria for instance, fund allocated for education is grossly inadequate. Gwany (2006) argued that the education industry is usually the first and easiest victim of budget cut during austerity and low profile, structural adjustment and other economic reform strategies. Nwachuku (2005) lamented that the present level of underfunding by the state, the public sector of education has witnessed stagnation and decay. This affects implementation of a well-designed curriculum. A situation

where there is no money for payment of teachers' salaries, purchase of equipment, books, furniture and other facilities, teachers cannot perform effectively.

Furthermore, Nwagwu (2003) reports that this serious shortfall and inadequacies in education funding manifest in over-crowded classrooms, equipped workshops, libraries and laboratories, where they exist at a!. We also have a lot of indiscipline, frequent strikes and poor job productivity due to low morale and poor job satisfaction among school personnel; and uncondusive learning environment for students. Alani (2005) opines that many parents/guardians that can afford the fees in private primary and secondary schools prefer them to public schools. This is due to the poor quality of instruction in the latter. Many public schools have grossly inadequate physical, material and human resources needed to give quality service. This problem he asserts arose from the age-long neglect of the public schools system through inadequate funding of education.

For instance, due to lack of political will and determination in providing quality education for citizens, from 2009-2013 budgetary allocation to education shows that Nigerian government had not met the required 26% of education budget recommended by UNESCO for education (See table 1).

Table 1: Federal Government Expenditure on Education (in billions) (2010-2019)

YEAR	TOTAL BUDGET	EDUCATION	PERCENTAGES
2010	5.160	249.09	7.25
2011	4.972	306.3	6.16
2012	4.877	400.14	8.20
2013	4.987	426.53	8.55
2014	4.962	493	9.94
2015	5.068	392.2	7.74
2016	6.061	369.6	6.10
2017	7.444	550	7.38
2018	9.12	605.8	7.03
2019	8.83	462.24	5.23
Total	61.481	4.564trn	7.423

Source: Education Sector Status Report, Federal Ministry of Education

**Insufficient Instructional Materials:** Dike (1987) described instructional materials as alternative channels of communication which a teacher can use to compress information and make them more vivid to his learners. Instructional materials are ways and means of making the teaching and learning process easy, more meaningful and understandable. Babalola (2004) noted that instructional materials are designed to promote and encourage effective teaching/learning experiences, and also is resource materials to curriculum implementation.

Ajayi (2009) in a study on relationship between availability of instructional materials and curriculum implementation in Nigerian secondary schools discovered a significant level of relationship between the two. Anyakogu (2012) opined that a relationship did exist between the availability of school facilities and implementation of school curriculum. As he put it without the availability of instructional materials in the schools the skilled based curriculum will not be effectively implemented in Nigeria, youth would lack skill acquisition and economic empowerment.

**Non-involvement of Teachers in Decision-making and Curriculum Planning:** Objectives of secondary education to be achieved, teachers must be involved in decision-making and planning of curriculum. Obinna (2007) observed that in most cases teachers are deliberately neglected when major decisions on education and matters concerning their welfare are taken. Ugwu (2005) affirmed that relevance of a curriculum is determined only when it is implemented. In other words, the relevance of any curriculum depends on the extent to which the classroom teacher is able not only to interpret the curriculum but to implement it. Mkpa (2007) remarked emphatically that as an important person in the programme of curriculum implementation, the teacher must be involved in all stages of the curriculum process.

Lack of involvement of teachers, according to Akuezuilo (2006) equally hinders the curriculum whose key implementers are not well oriented to the teaching of such curriculum. Alao (2011) earned out a study on the effective implementation of Nigeria secondary school curriculum, Two hundred (200) sample were used to respond to questionnaires constructed in order to find out whether the Nigeria secondary school system is well implemented or not. The response showed that 160 of the sampled student-teachers were of the opinion that the curriculum of Nigeria secondary school curriculum lacks effective implementation, while 40 respondents agreed that the curriculum is effectively implemented. This result corresponds with the assumptions widely held by Adams and Onyene (2011) that the Nigeria secondary school curriculum implementation, which is the focal point in curriculum design, does not give the students the necessary skills to earn a living in the society. In support of the above finding Adeleke (2006) believes that one of the problems of Nigeria secondary school curriculum content is effectively finishing of a product (implementation), which is saddled with teacher's responsibility. Adeleke opined that the poor implementation of the secondary school curriculum in Nigeria has caused the missing link between the goals of Nigeria education and the achievement of the goals.

**Lack of Motivation:** Ofoegbu (2011) described teacher motivation as those factors that operate within the school system which if not available to the teacher would hamper performance, cause stress, discounted and frustration all of which subsequently reduce student quality output. That is, in order to improve performance on the part of students, teachers must be motivated. Ugwu (2005) affirmed that for a worker to live up to expectations, such worker must be motivated. Teacher can be motivated by realizing the need to regard teachers as the number one worker to be catered for in terms of prompt payment of salaries, promotion and payment of other allowances and remuneration.

Non-motivation of teachers affects their performance. When teachers' salaries, allowances and other entitlements are not given to them, they cannot implement the content of the curriculum. For instance, Nigerian Union of Teachers (NUT) embarked upon five weeks strike to demand for Teachers' Salaries Structure based on the promise made by the government for the past seventeen years.

Ipaye (2012) argued that the prime motive of men going into a career is to obtain the resources to meet his psychological needs and support family among others. Unfortunately, teachers' monthly take home salaries and allowances are very poor and 'unattractive, and as such cannot sustain them in the face of the rising cost of living.

**Application of Information and Communication Technology:** ICT has proved very useful and effective in the teaching and learning process. But teachers' inability to apply ICT in teaching at secondary school is one of the problems militating against effective implementation of secondary

school curriculum. Many secondary school teachers do not use computers in teaching their lessons. This has been attributed to many factors which include electricity problem. Onyeachu (2007) observed that since ICTs require electricity for their use, where there is power failure, users will be stranded. Another factor is lack of computer as well as expertise knowledge in the use of computer. According to Ijiorna (2004):

The poor socio-economic condition in most developing countries of the world, including Nigeria has compelled the government and institutions to show little concern for the application of ICT in education. Many institutions cannot afford to buy or have access to computers and even where computers are available; there is lack of human and material resources to use ICT.

### **Educational Administration**

Administration in an educational setting or organization tries to co-ordinate the efforts of people towards the achievement of broad and specific goals of education. At the school level, educational administration focuses on the enhancement of teaching and learning. All the activities of administrator, whether working with the public, the ministry of education or the professional staff, ultimately contribute to this end. Educational administration is therefore a process through which available resources are arranged and co-ordinated towards achieving the goals of the educational system. Resources available to the educational organization are both physical and human. The physical resources include equipment, chairs, finance and other facilities available to the school while human resources include pupils, teaching and non-teaching staff and the head teacher/principal of the school.

The role of the school administrator at any level is to systematically arrange and co-ordinate all these resources towards the achievement of the goals and objectives of education. Administration is a component of management that is concerned with facilitating the accomplishment of objectives of an organization through the systematic co-ordination of constraints and utilization of the available human and material resources or technology. According to (Peretomode, 1991; Okoromah, 1991; & Peretomode, 1995) educational administration is the process of planning organizing, controlling, coordinating and motivating or using the resources (financial human and material) available to achieve the goals and objectives derivable from the policies of the organization. However, educational administration is inextricable tied to the history of western education in Nigeria. Between 1842 and 1882, the missionary societies held sway on the educational scene. School education was provided and controlled by the various missionary societies. The development of educational administration according to Hoy and Miskel, (1982), shifted emphasis from prescription of rules to analytical formulation, from more practice in the field to an intellectual discipline, from bare observation to theoretical research and from a narrow straight to a multi-disciplinary research and study.

### **Educational Assessment**

Educational assessments in Nigeria secondary schools are of two types—internal assessment and external assessment. Internal assessment includes continuous assessment, terminal examinations and promotion examination. The external assessments are the junior school certificate

examinations conducted by the respective state ministry of education in case of state schools and National Examination Council (NECO) in case of federal government unity schools at the end of junior secondary school programme and senior school certificate examinations conducted by West African Examination Council (WAEC) and National examination Council (NECO) at the end of senior secondary programme. These external examinations are popularly referred to as public examinations. Research studies have shown that educational assessment in Nigerian secondary schools have been facing numerous challenges. The challenges include teachers' ignorance and incompetence in the use of non-test devices (Idomie & Esere, 2009), inadequate preparation for continuous assessment by learners and poor coverage of instruction.

### **Analysis of Educational Assessment in Nigeria Secondary Schools**

Educational assessment in Nigeria has undergone some interesting metamorphosis overtime. At the onset of formal education in Nigeria, summative assessment was adopted learners were assessed through a single examination administered at the end of the year. Teachers gave tests and examinations but the scores obtained from those exercise were only used for the purpose of promotion from one class to the other and they were not part of criteria for the final certificate. In March 1952, an indigenous examination body was created for the British West Africa Countries following the acceptance of the Teffery report by the then colonial governments in the Gold coast (now Ghana) Nigeria, Sierra-Leone and the Gambia, who passed appropriate ordinance in their legislative assemblies in 1951 (Ajidagba 2009). The West African Examination Council (WAEC) that was created was responsible for the conduct of final examinations and award of certificates at the end of grammar school programme for the four British colonies (Gambia, Sierra Leone, Ghana formally Gold coast and Nigeria) (Onyeleke & Akinyele, 2013).

The use of one final examination at the end of term to determine pupils, performance was criticized by educators of being unfair and cannot give a true representation of learner's ability. Such criticisms include student's sudden ill-health, accident, inability of the home and other periodic learners psychological factors (Bassey and Idaka 2007), negative effects on both learners and teachers such as encouragement of laziness by pupils, lack of interest in their studies, emphasis on reproduction of facts instead of application for leaning to real life situations, valuing certificates instead or productive skills, emanating in academic misconduct (Bassey, Akpama, Ayang & Iferi-Obeten, 2013).

Continuous assessment was introduced into Nigeria educational system in 1981 through a national policy on education (Wokocho & Ubong 2009). The National Policy on Education (2004) (revised), section 28 subsections (a) and (b) specifically stated that:

- The Junior School Certificate (JSC) shall be based on continuous assessment and examination conducted by state and federal examination boards.
- The Senior School Certificate (SSC) shall be based on continuous assessment and a national examination. The policy stated further that Nigeria shall use public examination bodies for conducting national examinations in order to ensure uniform standard at this level.

The introduction of continuous assessment, according to Obioma (1984), was to render assessment school based, improve evaluation of learners' attainment by ensuring that assessment is cumulative, systematic, and comprehensive and guidance oriented.

## **Challenges Facing Educational Assessment in Nigerian Secondary Schools**

Challenges of educational assessment in Nigeria is of two types—internal assessment and external assessment and each of them are faced with many challenges.

### **Internal Assessment**

Internal assessments include continuous assessment (test, projects, assignments, home work, class attendance and practical works), terminal examinations and promotion examinations; some of the challenges facing internal assessments are:

- Lack of skill to construct good assessment instruments;
- No uniformity in internal educational assessment in Nigeria; and
- Large class size.

### **Other Challenges**

Other challenges facing internal assessments in Nigeria secondary schools include absence of adequate student's record keeping and proper monitoring programme (Omobe, 2014) and students' negative attitudes toward internal assessments (Ayodele, 2013; Ipaye, 1982).

### **External Education Assessments**

Senior secondary certificate examinations are conducted by West African Examination Councils (WAEC) and National Examination Council (NECO). This is to create the chance for the candidates to make a choice whether to sit for NECO's version of the SSCE or the WAEC's version (Dibu-Ojerinde, 2003). NECO, in addition to SSCE, conduct junior secondary certificate examinations. These external examinations are faced by many challenges. The test development process of any standardized or high stake test such as the Nigeria's senior school certificate examination (SSCE) is faced, with assessment challenges. Some of the challenges are:

- Huge financial requirement; and
- Examination malpractices

### **Prospects in Managing Educational reforms in Nigeria**

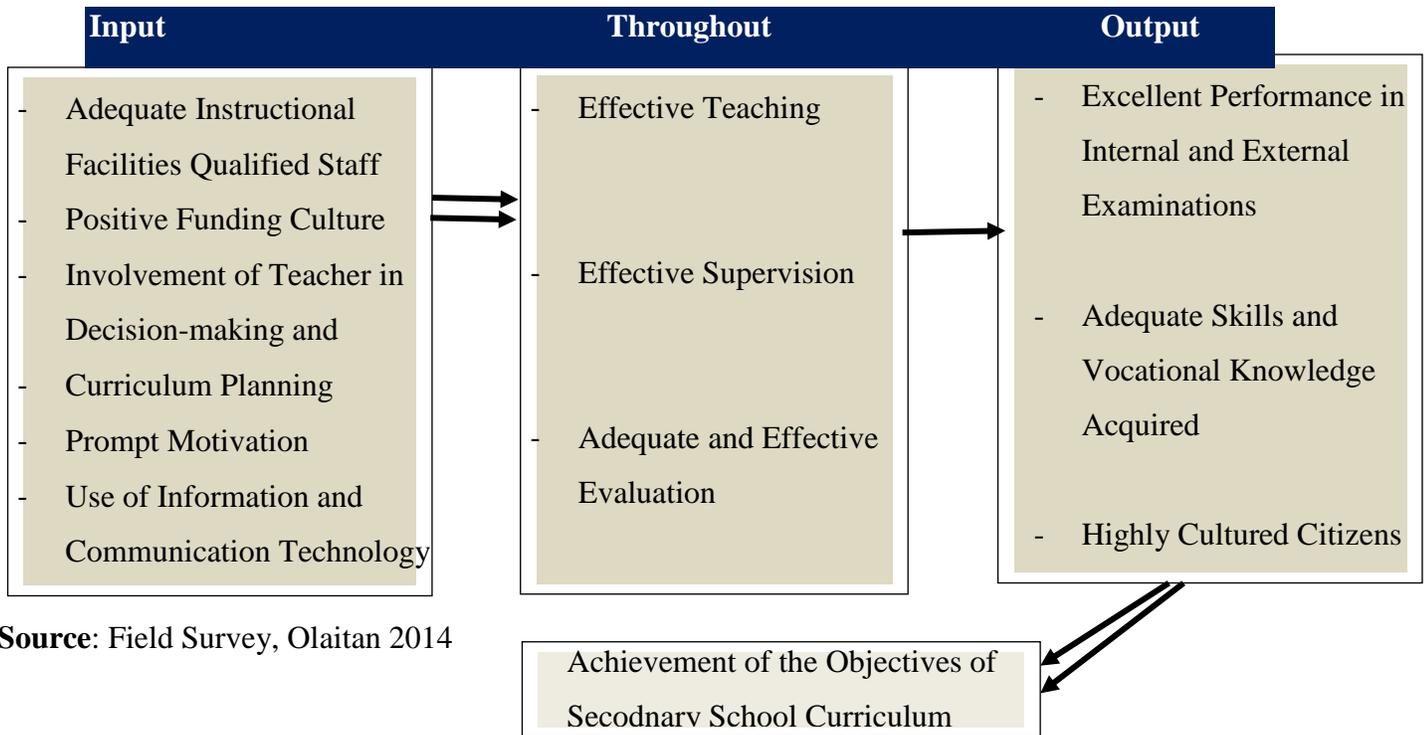
The following are the possibilities for effective management of educational reform in Nigeria:

- All stakeholders in education including PTA, Education Trust Fund and Petroleum Trust Development Fund synergized to provide required facilities and funds to ensure effective management of educational reforms in Nigeria.
- Seminars and workshops are being organized to train secondary school teachers on the production and utilization of locally made instructional materials for effective management of educational reforms in Nigeria.
- The government has given compliance to involvement of experienced teachers in effective management of educational reforms in Nigeria.

- Teachers are being encouraged to go for in-service training to update their qualifications. It is now necessary for every teacher to have minimum qualification for teaching.
- The state government and NUT have started negotiation with the federal government on the implementation of Teachers Salary Structure (TSS).

At this point, effective management of educational reforms in Nigeria could be seen as an input-throughout-output system (See Figure 1).

Figure: effective management of educational reforms in Nigeria.



Source: Field Survey, Olaitan 2014

## CONCLUSION

From the foregoing, it is observable that numerous challenges characterized 21st century education such as tension between global and the local (becoming a world citizen without losing progressive global world to choose one's future); and tension between tradition and modernity (adopting to change without compromising one's past, maintain one's authority yet allow the development of others). This has therefore necessitated the review of our educational curriculum especially at secondary school level.

The article submits that government alone cannot provide all required facilities if the new curriculum will be effectively implemented. To this end, all stakeholders in education sector should live up to expectation by contributing towards the management of education reforms in Nigeria.

## Suggestions

Having stated the above possibility measures, the following recommendations are made:

- There is need for concerted efforts by stakeholders in education to providing instructional facilities. It is evident that government alone cannot saddle responsibilities of education.
- Teachers are advised to make use of improvisation where there are no instructional materials. Of course, government could help in providing both visual and audio-visual materials in all secondary schools.
- The importance of teacher involvement in decision-making and curriculum planning cannot be over emphasized. Therefore, government should involve teachers curriculum planning and development to give them sense of recognition.
- Governments should employ adequate number of qualified subject teachers in order to teach all the subjects meant for secondary education.
- Enough funds should be allotted for secondary education so that payment of teachers' salaries, allowances and other entitlements could be made with ease. This will as well make purchase of instructional materials and provision of facilities possible.
- Government should ensure that ICT facilities are used in all secondary schools. This can be done by providing computers and computer accessories to all secondary schools. Awareness should be made by informing the parents on the need of ICT during PTA meetings so that everyone can contribute to successful running of ICT programs.
- Teachers' salaries allowances, entitlements and other remunerations should be given to them on time. Government should listen to the teachers' cry concerning Teachers Salary Structure (TSS). This will definitely motivate teachers to do their best in implementing new curriculum effectively.

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